

**Portland State University  
Graduate School of Education  
Department of Curriculum and Instruction**

**Fall 2012**

*“Preparing professionals to meet our diverse community's lifelong educational needs.”*

Course Title: TOP: Leadership Seminar  
Course Number: CI 610-006 (CRN: 15859)  
Credits: 3 credits  
Class meetings: Sept. 21-22; Oct. 12-13; Nov. 2-3; Dec. 7. Friday 17:00-21:00; Saturday 09:00-15:30  
Location: 502 ED

Instructors:	Susan J. Lenski, Ed.D.	Swapna Mukhopadhyay, Ph.D.
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Office Hours	Before and after class and by appointment	Before and after class and by appointment





Students needing an accommodation should immediately inform the course instructor. Students are referred to Disability Services (503.725.4005) to document their disability and to provide support services when appropriate.

### Course Description

This is the first course in a three-term sequence for students in the doctoral program with a specialization in Curriculum and Instruction. This seminar focuses on helping students identify ways that they can critically approach curriculum and instruction to shape practice as educational leaders for the 21st century. It also aims for students to learn and practice the key elements of scholarly writing, to deepen their knowledge and commitment to social justice, to improve their ability to critically read and analyze research, and to communicate clearly in both oral presentation and writing as they expand their identities as scholars.

### The Graduate School of Education's Conceptual Framework

Prepare our candidates to provide leadership in:

<b>Vision - Preparing professionals to lead life-long learning and development within our diverse communities.</b>			
			
<b>Diversity and inclusiveness—Advocacy for fairness and respect</b> Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)	<b>Research-based practices and professional standards—Professionalism</b> Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)	<b>Impact on learning and development—Commitment to learning</b> Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)	<b>Evidence-informed decision making—Reflection</b> Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)

## **GSE Membership in the *Carnegie Project on the Professional Doctorate (CPED)***

### **Purpose of the Professional Doctorate**

“The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession.”

### **Scholarly Practitioner**

Professional doctorates prepare Scholarly Practitioners. “Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.”

### **Program Principles (CPED Working Principles)**

- Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
- Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
- Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
- Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
- Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
- Emphasizes the generation, transformation, and use of professional knowledge and practice.

## ***CI Leadership Seminar***

### **Essential Questions:**

1. How does the framing of curriculum and instruction shape your practice as an educational leader?
2. How are you an advocate for social justice?
3. How can you influence the community in which you serve?

### **Course Outcomes**

At the end of this course, students will be able to:

- Identify an educational problem or issue to be investigated.
- Describe an educational problem and defend its relevance and importance.
- Know how to analyze, summarize, and critically evaluate a research article.
- Know the different kinds of research literature.
- Reflect on and write about the personal and professional dimensions of being a researcher.
- Write and speak skillfully for a variety of purposes and audiences.
- Describe the underlying issues around diversity, equity, and social justice in curriculum and instruction.

### **Reading Materials**

1. **Texts:** Plano Clark, V. L., & Creswell, J. W. (2010). *Understanding research: A consumer's guide*. Boston: Merrill.
2. **Wiki:** <http://cidocstudents2012.wikispaces.com/home>
3. **Other resources** Supplemental reading posted in Wiki and DropBox.

4. **Reference:** American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.  
[This is also a requirement for the other courses in the program]

### Course Outline and Expectations

1. Topic of Study: Achievement Gap (30% of course)

We will be examining how past and current models of curriculum and instruction have contributed to the achievement gap. In doing so, we will be analyzing curriculum and instruction through a multi-faceted, theory-informed critical lens, and framing our views through an explicit social justice stance. We will then look at ways we can have an influence on the achievement gap in our own communities of practice.

Class expectations: critically read assigned articles, participate in class discussions, attend social justice conference (or optional assignment), participate in self-evaluative activities and writings, develop individual plan to influence a community of practice.

2. Research and Communication (50% of course)

You will be “chasing your passion” by examining the research of a problem of practice of your choice. In this segment of the class, we will be learning the tools for research, learning how to read research critically, and developing a research-based commentary or position paper. We will also be asking questions that can be answered through educational research.

Class expectations: read and discuss textbook, read widely on your individual topic, develop a bibliography, write drafts of a commentary, identify key thinkers and researchers for your topic, and develop questions. (You will be expanding and refining your commentary during the winter term.) Informal presentation. (You will develop a formal presentation during the winter term.)

#### Due dates for commentary:

Draft #1	October 10	1,200-1,500 words, reference list, list of key thinker and researchers, list of questions
Draft #2	October 28	1,500-2,000 words, reference list, list of key thinkers and researchers, list of questions
Draft #3	December 3	3,000 words, reference list, list of key thinkers and researchers, list of questions

**\*Make sure you save hard copies of all of your drafts and also the instructors' responses to your drafts. We will be basing our grades on your progress as well as what you have accomplished.**

3. Agency and Identity (20 % of course)

For this segment, you will be developing your own professional identity through the experiences and activities of a scholarly practitioner. We will discuss each of these activities in class and work with you individually to identify the ones that fit your needs and goals.

Class expectations: Select **four activities** to complete by June. They can be completed at any time, but you must do **at least one per term**. Write a reflection about how this activity advances your own professional identity and how your participation has or has not influenced a community of practice. You will be sharing your experiences with the class.

- Attend a research conference.
- Attend a local, state, or national professional conference

- c. Write a book review for publication
- d. Present at a local, state, or national conference
- e. Write a commentary for publication
- f. Submit “Teaching Tips” for a practitioner journal
- g. Read a biography of a key thinker in your area
- h. Interview a researcher in your area of study
- i. Conduct action research (counts as 2 assignments)
- j. Join an editorial board for a peer-reviewed journal
- k. Volunteer for a leadership position in a professional organization or SIG
- l. Write a manuscript for a state or national journal
- m. Write a book chapter
- n. Create and/or edit a blog about your area of interest
- o. Suggest an assignment that you think would help you on your professional journey.

### Professionalism

You are expected to attend all class sessions, participate in class discussions, and exhibit a sincere interest in learning. Please make sure to attend all classes (unless it is a personal emergency) by coming on time and staying for the entire duration of the class. In case of an emergency or absence, please let the instructors know ahead of time. Also, silence your cell phone. Although cell phones are an integral part of our lives, a ringing phone or a response to a text could be disruptive. Your behavior needs to reflect a professional attitude, one that is eager to learn and helpful to others. You are also expected to read the text assignments and participate in the discussions.

### Grading and Evaluation

The grading in this doctoral seminar may be more open than it was for your MA/MS classes. We acknowledge that students in this class are in different places in their academic journeys, and we want to honor your individual progress through the program. We will be approaching your work as a professional and giving you feedback as you would experience it in the academic world. We also are adopting a tutorial stance in that we will be conferencing with you individually and in groups so that you have a sense of your progress at all times. If you are unclear about class expectations, we want you to talk with us individually or collectively.

### Course Expectations and Evaluation

Assignments	Grading Scale	
1. Curriculum and Instruction Topic (30 points)	94–100 points	A
2. Research and Communication (50 points)	90–93 points	A-
3. Agency and Identity (20 points)	87–89 points	B+
	83–86 points	B
	80–82 points	B-
	71–74 points	C+
	67–70 points	C
	63–66 points	C-
	60–63 points	D
	< 60 points	F

### Policies

### Professional Interactions

Though students may not share the same opinions issues discussed in this course, it is essential that students respect multiple perspectives, ideas, and opinions. (See PSU Proscribed Conduct: <http://www.pdx.edu/dos/psu-student-code-conduct#ProscribedPSU>)

### Policy for Academic Integrity

Students must adhere to PSU Proscribe policy related to academic honesty and integrity. (See 2011-12 *PSU Bulletin*, pp 33-34.)

### Policy for Incompletes

The instructor must adhere to the PSU policy regarding the assignment of an incomplete (I), which includes meeting four criteria before assigning an incomplete. (See 2011-12 *PSU Bulletin*, p. 62)

### Policies for Late Assignments and Attendance

Late assignments will not be awarded full credit. Typically, late assignments will be penalized 10%. Late assignments can be submitted to my office, sent by email, or in some cases, submitted to TK20 and/or D2L. Please be sure that you receive confirmation of any late submission.

It is your responsibility to arrange for any missing work due to absence. Personal contact (email or phone) must be made to arrange for make-up work or possible assignment adjustments. **NOTE:** The plan for make-up work is totally the responsibility of the student.

### Alignment of Course Outcomes, Standards, and Assignments Criteria

Outcomes	Standards Conceptual Framework	Assignment(s)
Identify an educational problem or issue to be investigated	CF: 2.1, 2.2, 4.1	Commentary
Describe an educational problem and defend its relevance and importance	CF: 2.1, 2.2, 4.1	Commentary
Know how to analyze, summarize, and critically evaluate a research article.	CF: 2.1, 2.2, 4.1	Class discussions, writings, commentary
Know the different kinds of research literature.	CF: 2.1	Class discussions, writings, commentary
Reflect on and write about the personal and professional dimensions of being a researcher.	CF: 2.1, 2.2	Class discussions and presentations, writings, scholarly activities, commentary
Write and speak skillfully for a variety of purposes and audiences.	CF: 2.1, 3.3	Class discussions and presentations, writings, scholarly activities, commentary
Describe the underlying issues around diversity equity, and social justice in curriculum and instruction	CF: 1.1, 2.1, 3.3	Class discussions and presentations, writings

### Proposed Course Schedule

Meeting #	Date	Topic(s)	Assignment(s)
			<b>For September 20-21</b> Chapter 1 in <i>Understanding Research</i> Read Hackman article View EPIC 2020
1	Friday 9/20	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Big picture of the program—problematizing context of study; core paper</li> <li>• Course overview - discussion of syllabus/expectations</li> <li>• Break for supper</li> <li>• View EPIC 2020: Critically evaluate video</li> <li>• <b>Research and Communication:</b> Commentary example: read and look at structure and expectations for assignment</li> </ul>	
2	Saturday 9/21	<ul style="list-style-type: none"> <li>• <b>Research and Communication:</b> Discuss Chapter 1 in <i>Understanding Research</i></li> <li>• 10:00-12:00 Library: tools for research with Bob Schroeder</li> <li>• 12:00-1:15 Working lunch with writing groups (discuss topics and ideas for finding research)</li> <li>• One or two doc student speakers: How they developed their topics.</li> <li>• <b>Achievement Gap/Social justice</b></li> <li>• Discuss Hackman article, discuss Rethinking Schools, etc. Examine the role of curriculum and instruction in the achievement gap.</li> <li>• <b>Agency and Identity:</b> Free write (How do you currently influence your community of practice? How can you see that changing with additional tools and experiences?)</li> <li>• In groups or alone, discuss and/or develop and plan. Which of these experiences fit your notion of how to develop an academic identity and influence educational communities? What do you need more information on? What do you need to accomplish these experiences?</li> <li>• <b>Co-construct agenda for next session</b></li> </ul>	<b>By October 10</b> <b>Email both Sue and Swapna the first draft of your commentary</b>  <b>For October 12-13</b> <b>Read <i>Understanding Research</i> Chapters 2 and 3</b>  <b>Read the following articles on social justice:</b>  Ladson-Billings, G. (2012). Through a glass darkly: The persistence of race in education research and scholarship.  An article of your choice, either from DropBox or one you find and post

Oct. 12			
Oct. 13			<b>By October 28 Email both Sue and Swapna the second draft of your commentary</b>
Nov. 2			
Nov. 3			<b>By Dec. 3 Email both Sue and Swapna the third draft of your commentary</b>
Dec 7			<b>Hand in Commentary Portfolio (Hard copies of all of your drafts and instructors' responses)</b>

*Do not believe just because wise men say so. Do not believe just because it has always been that way. Do not believe just because others may believe so. Examine and experience yourself.*

- Kalama Sutra, the Buddha.